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To investigate the impact of teacher militancy on principals, a questionnaire was administered to 121 principals from four selected Indiana cities that had experienced either teacher strikes or sanctions within the past 5 years. Although a majority of the principals responding were undecided as to the relative effectiveness of sanctions or strikes, most agreed that teacher organizations should not invoke sanctions or strikes and that such tactics should be opposed by principals. Other findings indicate that the principal needs to give thoughtful consideration to (1) the structure and dynamics of the various teacher organizations, (2) his own role in the negotiation process, and (3) affiliation with teacher or principal organizations. In general, principals should strive to be included in all areas of the negotiation process and to understand the various forms and tactics of militant teacher activities. (JH)

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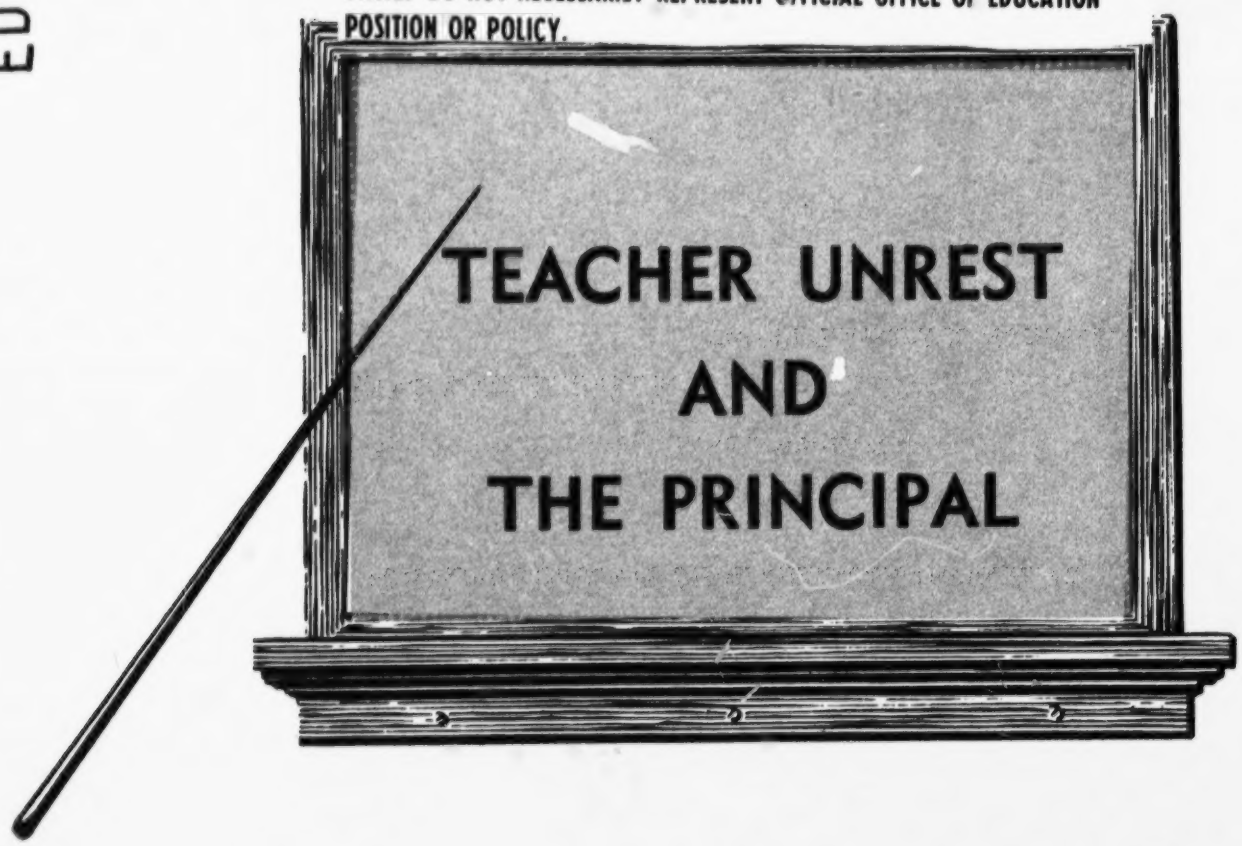

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INTRODUCTION

During the 1968 school year the Indiana Association of Elementary School Principals sponsored a study of the impact of teacher militancy on the principalship. The study was conducted by William Schroeder, principal of Indian Village School in Fort Wayne, and was under the direction of John Reisert of Indiana University. The major body of the study was incorporated into Dr. Schroeder's doctoral thesis at Indiana University entitled *The Principal and Teacher Militancy in Selected Indiana Cities.* This monograph is based upon the basic data collected in the larger study and, indeed, represents an abstracting of the study by the two authors. It is prepared to help Indiana principals better understand and cope with the whole realm of teacher militancy and its effect on the practice of the principalship.

THE PROBLEM

The major purpose of this study was to investigate the impact that teacher unrest and teacher militancy has had on a group of principals who have experienced these tactics to the extent that work stoppage, be it called strikes or sanctions, has occurred. Specific areas of concern explored included negotiations and unrest, the relationship of principal's organizations to other professional organizations, and the effect of sanctions and strikes in education.

PROCEDURES

Population — The population for the study included all principals in four selected Indiana cities that had experienced at least two of the following conditions within the past five years:

(1) teacher strikes

(2) teacher sanctions

(3) teacher negotiations and/or bargaining

121 principals out of a potential population of 173 responded to the study resulting in a 70 percent participation factor. Both elementary and secondary principals were included in the study.

Development of the Survey — The study utilized the descriptive survey method. A carefully prepared closed form, structured questionnaire was developed from a careful analysis of authoritative opinion as abstracted from the literature and assessed by a jury of experts. Each question utilized a set of forced choice responses. Each question was isolated for consideration as to the concern area to which it related. This type of instrument was selected because it could be administered by mail and because it could be used to measure the feelings and opinions of the population.

Administration of the Survey — The survey was administered in the following manner:

1. Preparation of a letter and reply form to be sent to superintendents seeking the cooperation of the school system in the study.

2. Preparation of a letter to be sent to principals explaining the purpose of the study and requesting their cooperation in filling out the enclosed questionnaire.

3. Selection of cities to participate in the study, and mailing the superintendent's letter to the superintendent of each city. The selected cities had a total of 173 principals. No superintendent refused the cooperation of his school system in the study.

4. Sending the letter and survey instrument to each principal in the selected cities.

5. Sending a follow-up letter to principals in the selected cities.

Analysis of the Data — After the returns were collected, the responses to the various questions were separated and categorized into the areas of concerns with

which they were associated. The responses were compared with those derived from the literature and research to determine the extent of agreement and disagreement. The results were carefully evaluated and reported as findings. Conclusions and recommendations were made upon the basis of the findings.

FINDINGS

General findings — Findings of a general nature resulting from this study were as follows:

1. There was no observable difference in the responses of female principals as compared to male principals.

2. There was no observable difference in the responses of principals in the different age classifications.

3. There was no observable difference in the responses of those principals who had experienced negotiations, sanctions and strikes with an NEA affiliate as compared to an AFT affiliate.

4. An appreciable number of principals were undecided or did not respond to items dealing with sanctions.

5. An appreciable number of principals were undecided on the effectiveness of sanctions as compared to strikes.

Negotiations in Public Education — Findings in relation to negotiations in public education were as follows:

1. A major proportion of the principals indicated their belief that teacher organizations should have the privilege to negotiate with school boards, and felt that a grievance procedure was necessary in school systems.

2. The AFT was felt to be more effective than the NEA in strikes and the NEA more effective than the AFT in negotiations and sanctions.

3. An appreciable number of principals were undecided as to whether militant activities applied by the NEA were more effective than those applied by the AFT.

4. A majority of the principals indicated that items such as class size, in-service meetings, transfer policies, length of school day, and number and length of faculty meetings should not be negotiable by teacher organizations.

5. Principals indicated that negotiations, sanctions and strikes deteriorated relationships between teachers and teachers, teachers and the principal, and the

school and community. Relationships between the principal and superintendent were indicated as not being altered.

6. Principals indicated that teacher organizations are taking on the characteristics of labor unions and protecting the incompetent. Principals did *not* feel that the most militant teachers were those who had thwarted administrative ambitions.

The Principal in Negotiations — Findings in relation to the principal in negotiations were as follows:

1. The major proportion of the principals indicated that, if they had a choice, they should be a part of the school board's negotiating team, but should not be a part of the teachers' negotiating team.

2. The majority of the principals indicated that they are not presently included on either the school board's negotiating team or the teachers' negotiating team.

3. The majority of the principals are not represented in negotiation discussions either as a separate team or through other groups representing their interests.

4. Principals indicated that they should be included in negotiation discussions as a separate team or through other groups representing their interests.

5. Principals indicated that neither the teacher negotiation team nor the school board negotiation team should determine the principal's salary and conditions of employment.

6. Principals indicated that they presently negotiate their salary and conditions of employment with their superintendent and that they favored this procedure.

7. The major proportion of the principals did not negotiate their salary and conditions of employment with the school board, and they did not favor this procedure.

8. Principals felt that the central administration, the school board and the teachers' organizations made agreements without considering the principal and the effect these agreements may have on the principal in performing his duties.

9. Principals indicated that the central administration did keep principals informed on negotiation proceedings.

10. Principals felt that teacher organizations did not keep principals informed on negotiation proceedings.

11. The results indicated that local principal organizations were generally

effective in communicating to the superintendent and in altering decisions which may influence the program of the school.

12. Negotiation agreements have diminished the discretionary authority of the principal in carrying out his duties and responsibilities, according to the principals.

13. Negotiations, sanctions and strikes did not, it was believed, alter teacher competence.

14. The effectiveness of the principal toward instructional improvement and leadership with his staff was felt to be deteriorated by negotiation agreements and strikes, but not altered by sanctions.

15. Principals indicated that negotiations, sanctions and strikes created duties and responsibilities not previously encountered by principals.

The Principal and Teacher Organization Affiliation — Findings in relation to principals' affiliation with teacher organizations were as follows:

1. Principals indicated they should not belong to the local teacher organization.

2. Teacher organizations are not felt to be dominated by administrative personnel.

3. Results indicate that principals believe that the local principal organization should not affiliate with a local teacher organization, and the state principal organization should not affiliate with a state teacher organization.

4. Principals were equally divided on the affiliation of the local principal organization with a state teacher organization.

5. A slight majority of the principals indicated the local principal organization should not affiliate with a national teacher organization, and the state principal organization should not affiliate with a national teacher organization.

6. The national principal organization should be affiliated with a national teacher organization, principals indicated.

7. An appreciable number of principals were undecided on principal organization affiliation with teacher organizations at all levels.

Sanctions in Public Education. Findings in relation to sanctions in public education were as follows:

1. A majority of the principals indicated they should not support sanctions invoked by teacher organizations.

2. The majority of the principals indicated teacher organizations should not invoke sanctions to resolve matters with school boards.

3. The majority of the principals were undecided as to whether sanctions were more effective than strikes.

Strikes in Public Education. Findings in relation to strikes in public education were as follows:

1. The major proportion of the principals indicated that principals should not support strikes invoked by teacher organizations.

2. The majority of the principals indicated that teacher organizations should not invoke strikes to resolve problems with school boards.

3. The majority of the principals were undecided as to whether strikes were more effective than sanctions.

CONCLUSIONS

The following conclusions are based upon the findings of this study.

General conclusions.

1. Principals, in general, had an awareness of the increasing militant activities of teacher organizations and their effect upon the principalship.

2. Since a lesser number of principals had experienced sanctions than other forms of militant action by teachers, this may give rise to the indecision as to which is more effective.

Negotiations in Public Education. Conclusions related to negotiations in public education are as follows:

1. Area 1 is a valid area for use by principals. (See Recommendations)

2. Since professional negotiations are becoming very much a part of the public education scene, the interests and concerns of all members of the education profession should receive an impartial hearing and equitable resolution by the local school board.

The Principal in Negotiations. Conclusions related to the principal in negotiations are as follows:

1. Area 2 is a valid area for use by principals. (See Recommendations)

2. Some principals need to become more cognizant of their role in negotiation proceedings in their individual school systems.

3. Principals should be included in negotiation proceedings between the school board and the teacher organizations.

4. Principals should be kept informed on negotiation proceedings by the central administration and teacher organizations.

The Principal and Teacher Organization Affiliation — Conclusions related to the principal and teacher organization affiliation are as follows:

1. Area 3 is a valid area for use by principals. (See Recommendations)

2. Principals are attempting to determine the nature of affiliation of their organizations with teacher organizations at the local, state and national levels.

Sanctions in Public Education. Conclusions related to sanctions in public education are as follows:

1. Area 4 is a valid area for use by principals. (See Recommendations)

2. Principals are seeking to determine their position and attitude toward the use of sanctions by teacher organizations in public education.

Strikes in Public Education. Conclusions related to strikes in public education are as follows:

1. Area 5 is a valid area for use by principals. (See Recommendations)

2. Principals are seeking to determine their position and attitude toward the use of strikes by teacher organizations in public education.

RECOMMENDATIONS

The following recommendations are based upon the findings of this study:

1. Principals should make a concerted effort to be included in all areas of the negotiation process.

2. Principals should become as cognizant as possible of the various forms of militant teacher activities.

3. All areas developed in this study should be used by principals to guide their thinking with relation to the militant practices being employed by many teacher organizations. The recommended areas are:

Area 1. The increasing tendency toward use of collective negotiations by teacher organizations necessitates that the principal be aware of:

1. The trend of teacher organizations to negotiate with school boards.
2. The effectiveness of the NEA as compared to the AFT.
3. What is negotiable.
4. The effect militant teacher activities may have on staff and community relations.
5. The changing attitudes of teacher organizations toward labor union characteristics and militancy.

Area 2. The principal needs to consider his role in negotiations in terms of:

1. The representation of principals in all areas of negotiations.
2. Communication between the principal and:
   a. The central administration.
   b. The school board.
   c. Teacher organization (s).
3. The effectiveness of principal organizations.
4. Militant teacher activities as they affect the operation of the school and the duties of the principal.

Area 3. The principal needs to give thoughtful consideration to the importance of:

1. Membership in teachers' organizations.
2. Principal organization affiliation with teacher organizations.

Area 4. The principal must study his position and attitude toward sanctions in public education in terms of:

1. Supporting sanctions.
2. Their use by teacher organizations.
3. Their effectiveness as compared to strikes.

Area 5. The principal must study his position and attitude toward strikes in public education in terms of:

1. Supporting strikes.

2. Their use by teacher organizations.

3. Their effectiveness as compared to sanctions.

4. Principals and principal organizations must give thoughtful consideration to their affiliation with teacher organizations at all levels.

5. Principals should strive to have teacher organizations, school boards, and the central administration inform and consult with them or their representatives, before, during and after negotiation proceedings.

Recommendations for further research. The following recommendations for future research are suggested by the findings of this study:

1. The areas developed in this study should be used for a continuing evaluation of the principal and teacher militancy.

2. Areas of concern pertaining to teacher militancy beyond those included in this study need to be investigated.

3. This study should be replicated in other states and with other population groups.

SOME SOURCES OF FURTHER INFORMATION

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"The elementary principal has a critical role in the negotiations process. More than anyone else in the administrative structure, his success or failure is directly dependent upon a close, personal relationship with both parties in the negotiations process."

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